DOCUMENT RESUME

ED 352 418 TM 019 352

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TITLE Clinical Inference: How To Draw Meaningful Conclusions from Tests.
REPORT NO ISBN-0-88422-117-2
PUB DATE 93
NOTE 229p.; Developed from a presentation delivered at the Northern New England Educational Tests, Measurement, and Evaluation Conference (11th, Plymouth. NH, March 29, 1989).
AVAILABLE FROM Clinical Psychology Publishing Company, Inc., 4 Conant Square, Brandon, VT 05733 ($24.95).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; *Clinical Diagnosis; Critical Thinking; Guidelines; *Inferences; Intelligence Tests; *Psychological Testing; *Scores; *Test Interpretation; Test Results
IDENTIFIERS Kaufman Assessment Battery for Children; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children (Revised)

ABSTRACT

The clinical inference process in test interpretation is described so that people can more easily communicate about it, teach it, and learn it. Chapter 1 compares different levels (concrete, mechanical, and individualized) of interpretation of the same test. Chapter 2 offers examples of an often-neglected kind of data necessary for individualized interpretation as it describes test behavior. In Chapter 3, an attempt is made to approximate the frequency of cases where individualized interpretation differs from score interpretation, through a study of a moderate number of cases. The first part of Chapter 4 describes the method of reasoning used in individual interpretation, while the second part of the chapter applies this method to case interpretations. Chapter 5 presents more cases of individualized test interpretation. Chapter 6 discusses the effects of outside constraints (social, organizational, and political) on the inference process. Chapter 7 is a chapter of conclusions. Tests discussed are taken from school examinations, concentrating on the Kaufman Assessment Battery for Children, the Stanford-Binet Intelligence Scale, and the Wechsler Intelligence Scale for Children--Revised. Appendix 1 illustrates the sometimes therapeutic effects of testing, and Appendix 2 presents an allegory relevant to testing. Eleven figures and 23 examples illustrate the discussion. Seven tables summarize points about testing, and there is an 80-item list of references. (SLD)

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